

10-1-1999

Rhode Island Transitions

Connie Susa

Follow this and additional works at: <https://digitalcommons.ric.edu/rits>

Recommended Citation

Susa, Connie, "Rhode Island Transitions" (1999). *Rhode Island Training School*. 22.
<https://digitalcommons.ric.edu/rits/22>

This Article is brought to you for free and open access by the Youth Program at Digital Commons @ RIC. It has been accepted for inclusion in Rhode Island Training School by an authorized administrator of Digital Commons @ RIC. For more information, please contact digitalcommons@ric.edu.

RI TRANSITIONS

Assisting Youth with Disabilities in Transition from School to Adult Life

National Study Identifies Best Practices

A cross case analysis recently published in *Exceptional Children* suggests that there may be a set of practices common to model transition programs throughout the country.

Susan Brody Hasazi, Katherine S. Furney and Lizanne DeStefano investigated the implementation of transition mandates in the Individuals with Disabilities Education Act (IDEA) at nine diverse sites. They recommend that educators and administrators at every level may improve outcomes for students if they adopt these six practices.

1. Promote self-determination through

instruction and student-centered planning. A distinctive feature of the model sites was their systematic approach to promoting skills and beliefs related to self-advocacy and self-determination. Using curricula specifically designed to teach self-determination skills and student leadership of planning meetings was key. *(See articles introducing this concept to students on page 8 of this newsletter.)*

When used early and in combination with person-centered planning strategies designed to promote student and family participation, it was particularly effective.

2. Develop sensitive approaches to inter-
See "Best Practices" on page 11.

Projects Inspire Training School Students

Arlene Chorney, principal of the Rhode Island Training School, recently said, "We give our students as wide a range of experiences as we can here because we hope to turn them on to education and learning." Several forms of artistic expression over the last two years have given the students at the youth correctional facility something concrete on which to rebuild their self-esteem as well as academics.

One example is *Impact*, the book of poetry that they just published. Demian Yattaw began substitute teaching at the Training School shortly after he earned his master's degree in creative writing three years ago. As he recognized the raw emotion and honesty in the poetry his students wrote, he started an after school writing group.

Yattaw uses a variety of methods to teach poetry, including single word exercises,

repetition, journaling, the creative use of white space, observation, memory exercises, free association and improvisation. In each, he pushes his students, more than half of whom have IEPs, to "excavate the meaning of words."

Ultimately, Yattaw edited their verses into a 171 page anthology, whose proceeds support additional project-based learning at the Training School.

Calligraphers framed forty of the poems to display at AS220 on a recent gallery night. Members of the arts community also joined parents for an arts night at the Training School that included poetry readings, displays of visual arts and the performance of a short play, *Everyman*.

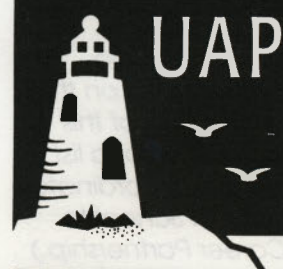
Based on its success last year, Janet
See *Projects Inspire* on page 11.

October 1999
Volume 3, Number 1

Transition Process Issue

- ◆ Interview with Linda Soderberg of School to Career Office
- ◆ Planning with Juvenile Offenders
- ◆ Young Adult Profile: Chris Peña
- ◆ Participate in Your Own Planning Mtgs.
- ◆ Learning Styles Activity
- ◆ Advisory Committees Hold Summit

*A Publication of
RITIE
Rhode Island
Transition
Independence
Employment*



University Affiliated Program of RI



Making Connections: Linda Soderberg of The Rhode Island School to Career Office

by Connie Susa

Please give us a quick overview of School-to-Career.

And what is the "All Students Agenda"?

What collaborations have enhanced your efforts to include all students?

What legacy will School-to-Career provide in RI when the federal legislation sunsets?

(Please see the Resource Bin on the back page of this newsletter for a list of regional coordinators in each School to Career Partnership.)

People talk about it as a noun. In my mind, it is a verb — a way of doing business. School-to-Career is a federally funded initiative that assists teachers in preparing all students to be successful when they eventually disengage from the educational institution of their choice. In other words, it provides tools for educators.

I review everything through my "All Students Agenda" glasses. It means that we extend, expand and explore opportunities between schools and local businesses so all students can seek out career opportunities. Common sense tells me that students with IEPs should have the same opportunities as other students.

We have actively been working on unified resource management. For example, RITIE and School-to-Career have blended resources to support professional development and build the awareness of how to integrate all students into these opportunities. If we have a site and materials, and you have a counselor and other resources, there shouldn't be boundaries. After all, we serve the same population — Rhode Island students. Each of our partnerships is at a different stage in this effort, so we are focusing on a strategic plan to help us reach the same level of implementation throughout the state.

School-to-Career is implementing a state-wide database called EmployerWhere. It will list resources such as speakers, job shadowing opportunities, apprenticeships/internships, industry site tours, and business mentors on the Internet. This way, if a teacher is involved in a project-based learning activity outside the classroom, she will have all the opportunities listed right at her fingertips.

In addition, there will be links to other resources such as netWORKri, the Consumer Service Division of the Department of Labor and the RI Occupational Information System. Some of these, like the O*Net System provide up to date labor market information. Every stakeholder, from administrators to learners of all ages, will be able to access this dynamic feedback system at any time that they need the information.

Rhode Island will benefit in the long run when learners and earners all make good choices about how to improve their academic status to reach personal goals. I stand behind School-to-Career's contributions to those successes.

TRANSITIONS

*The newsletter of RITIE
Transition, Independence,
Employment,
a systems change project*

Project Director: Tom Stott
Project Coordinator: David Sienko
Newsletter Editor: Connie Susa

Please direct questions or comments to
Transition Newsletter
University Affiliated Program of RI
Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908

© Rhode Island College, Oct. 1999
With attribution to RITIE, permission
for reproduction of this newsletter is
granted, except where so noted.

Credits: TRANSITIONS is published five
times a year by RITIE with support
from US Department of Education
Grant #H158A6 00002 - 95 through
the RIDE in partnership with the RI
Department of Human Services,
Office of Rehabilitation Services, the
RI Parent Information Network and

Juvenile Offenders Seek More Hopeful Outcomes

Compared to the rest of the population, youth with emotional, behavioral, learning and developmental disabilities are over-represented in the juvenile and the adult justice system. Between 25% and 75% of all young offenders are known to have at least one disability.

Many others are never identified or are misdiagnosed and, as a result, do not receive the remediation and services that could help them. The most common disabilities identified in this population include attention deficit hyperactivity disorder, depression, learning disabilities, developmental disabilities, and conduct disorder. Often youth have more than one disability. Undiagnosed, untreated disabilities can be a continuing source of frustration and anger that perpetuate a cycle of failure and delinquency.

Characteristics

Impulsivity, poor judgement, immaturity, defiance and risk-taking behaviors are just some behavioral characteristics common to these disabilities. Not surprisingly, these disorders contribute to school failure, truancy, school drop out substance abuse, and involvement with delinquent peers, all indicators of delinquent behavior. A review of current literature and statistics reveals the following profile of a troubled, nontraditional learner:

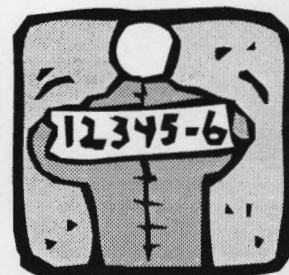
The implications of this profile are important because it indicates that for certain youth, typical academic settings are a source of frustration and failure, and the educational system has been unable to meet the needs of a group of youth whose behaviors have affected their communities in very negative ways.

It also suggests that transition planning and services might be a more appropriate and effective *prevention model* if introduced at a much younger age. According to the law, transition services can begin at 14 or earlier if the youth is at risk for dropping out.

Transition Needs

Transition planning builds on the competencies and strengths of the individual and identifies strategies necessary to make the transition to adult independence and responsibilities. This "transition model" is well suited to addressing the needs of youth with disabilities who become involved in the juvenile justice system.

Optimally, planning for the complex educational, social vocational, and psychological needs of transition-age adjudicated youth is best achieved using a comprehensive, collaborative approach. What needs to be included in this approach is:



Juvenile Offender Profile

- ✓ Juvenile offenders are more than three times as likely to have repeated a grade as non-delinquent youth.
- ✓ They are four grade levels behind in expected achievement.
- ✓ Eighty percent have been suspended from school
- ✓ Of those youth diagnosed with serious emotional disturbances who drop out of school, three quarters will be arrested within five years of leaving.
- ✓ The greatest concentration of juvenile criminal behavior occurs between the ages of 13 and 17.
- ✓ They are discouraged learners, with poor self-esteem, limited social skills and few vocational options.

Juvenile Offenders

Continued from page 3.

comprehensive assessment, consequences that are realistic and disability sensitive, responsible supervision and monitoring, and a meaningful aftercare program.

Flexible, community-based collaborative systems of care have the capacity to assist youth and their families, whether they are at risk for delinquent behavior or incarceration or as part of a planned aftercare program. Families should be directed to the resource of children's mental health initiatives, holistic or wraparound services, restorative justice or other collaborative care options.

Collaborative teams should include the youth, parent or other significant adult in the young person's life, disability advocate, probation officer and special education representative from the home district as core team members. A corrections case manager, vocational counselor, member of the clergy, neighbor or others who care about the youth may also make valuable contributions to the team.

Ideally a probation officer or court appointed youth advocate would take the lead in coordinating collaborative efforts at an early date. The reality is that all involved agencies have been reluctant to assume this key role. The presence of a disability advocate, therefore, can be crucial to seeing that such efforts are undertaken and that they progress. In any case once the leading role has been assigned, that person should coordinate the following steps.

Transition to a correctional setting

1. Establish a connection with the home district, parent surrogate and advocate.
2. Access information already compiled by social education and corrections on:
 - special education needs
 - vocational and functional assessments
 - past behavioral and academic functioning
 - family profile
 - delinquent history
 - previous corrections interventions.

3. Where appropriate, seek functional and vocational assessments.
4. Identify why previous interventions failed. Build on that experience.
5. Ask the youth what worked/what didn't. Value his/her input.
6. Using this information, develop a new IEP.
7. Provide training about disabilities for staff in correctional facilities.

Planning for release from correctional setting

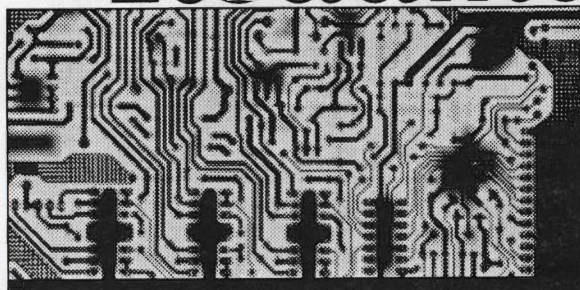
1. Begin planning for release as soon as the youth enters the facility.
2. Structure a program directed to the source of his/her problem behaviors, stressing self-awareness, knowledge about the disability, responsibility and interdependence.
3. Address issues including functional and vocational skills, job training skills, the impact of actions on others.
4. Maintain ties with the home school district to coordinate school credits and provide updates on behavioral progress; work with schools in developing realistic expectations, goals and programs for the youth's return; If there is strong resistance to the youth's return to the home school district, consider other options such as alternative programs, charter schools, or vocational training in programs.

Transition into the community (aftercare)

1. Clarify the gains the youth has made behaviorally, academically and vocationally. Identify those areas where a youth is most vulnerable.
2. Reinforce the strategies necessary to deal with these issues.
3. Share information about the disability, including the characteristics, behaviors, and strategies that work with the family, job coach, school and other significant persons identified by the youth.
4. Develop a new IEP transition plan that is realistic, includes strengths and builds on competencies that have been gained. Include the supports and strategies that are identified as necessary to meet these goals.
5. Work collaboratively with those systems and services that are involved in the youth's life so that accountability is maintained.

This article by Lili Garfinkel is reprinted with permission from PACER Center, Inc. in Minneapolis, MN. Phone (612) 827-2963 (voice) or (612) 827-7700 (TTY).

Roadmap TO THE



April 1999

Future

Teens Preparing for Life After High School

Teachers: This insert will appear in the TRANSITIONS newsletter every issue for use by your students. Please copy and distribute these four pages for class discussions and activities related to transition.

Chris Peña Keeps Reaching Toward His Goals

When Chris Peña graduated from Mount Pleasant High School in June of 1998, he was not ready for a permanent career. "I don't like to stay on one level for a long time. You've got to keep going up and up and up until you reach your goal," he said.

At this point, some of those goals are finally in sight. He tried the culinary program at People in Partnership right after graduation as part of his transition plan. "It was OK," he said, "but it's not what I really want to do." He got burns frying the bacon and had to work at times that interfered with his dreams.

What Chris really wanted to do was surround himself with music — to dance or engineer his own music in a studio. The music production would require more education, such as a program he considered at New England Tech. The dancing was a more natural extension of his experience and learning to that point.

He had studied dance for four years at Carriage House Theater School. Once he overcame his fear of performing, Chris volunteered for "Healthy Habits", a musical production that teaches elementary and middle school students not to smoke.

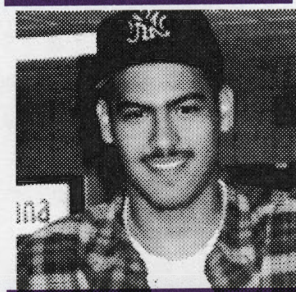
"My mom always told me that if you really want something, 'Never quit,'" Chris remembered. Now Chris drives medical samples for AccuLab at Women and Infants Hospital during the week. On the weekends, he choreographs and practices his Latin dance routines three to four hours at a time with his partner, Marti Gonzales. She has taken first place in

regional competitions in the past and, like Chris, has big dreams for the future.

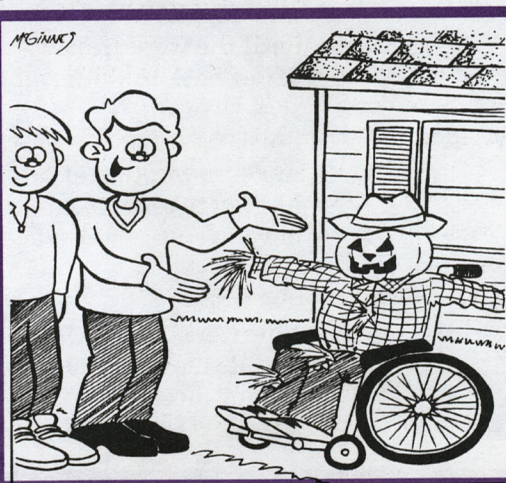
They hope to be in-structors by the end of the year at Lydia Perez's dance studio. They also hope to compete and perform in Manhattan where Chris grew up. He has maintained his ties there and has always used his personal network to advance his career. Finally, he hopes to own his own dance studio, marry and have children.

He recognizes that along the way, he needs to maintain a steady income with insurance and other benefits. Because of that he is willing to work hard, 45 hours a week or more at his current job. One new step toward independence is his move with his cousin, Manny Acevedo, into their own apartment this month.

Meanwhile, Chris looks forward to the biggest performance of his life, coming up in the millenium celebration of First Night in Providence. There he and Marti will dance their Latin routines in their first paid booking.



Chris Peña



"This must be the place where my brother and his new roommate live now. Check out the scarecrow!"

Understanding Learning Styles:

TEACHERS: For this exercise, students should survey an adult, a peer with or without disabilities and themselves. If your students have difficulty with paper and pencil activities, you may read the list aloud as they check off the appropriate boxes. Please discuss your students' learning styles in class, once they have completed their surveys.

STUDENTS: This two page activity will help you understand and talk about learning styles. This will be important when you want to tell teachers and employers about how you can do your best job. There are three boxes after each learning style. The first column of boxes is for the answers of an adult; the second for the responses of another student; and the third is for your answers. Think about how your style affects you.

Factors:	Learning Styles:	Response		
		Adult	Student	Self
Noise	Works best in	• absolute silence	<input type="checkbox"/>	<input type="checkbox"/>
		• a quiet room	<input type="checkbox"/>	<input type="checkbox"/>
		• with music playing	<input type="checkbox"/>	<input type="checkbox"/>
		• with others talking	<input type="checkbox"/>	<input type="checkbox"/>
Distractions	Can work with	• visual distractions (pictures & objects)	<input type="checkbox"/>	<input type="checkbox"/>
		• near a window	<input type="checkbox"/>	<input type="checkbox"/>
		• with people moving around	<input type="checkbox"/>	<input type="checkbox"/>
		• with your desk or table clear	<input type="checkbox"/>	<input type="checkbox"/>
Physical surroundings	Works best	• sitting up in a straight backed chair	<input type="checkbox"/>	<input type="checkbox"/>
		• an easy chair	<input type="checkbox"/>	<input type="checkbox"/>
		• on the floor	<input type="checkbox"/>	<input type="checkbox"/>
		• prefers a desk or table for writing	<input type="checkbox"/>	<input type="checkbox"/>
		• can work anywhere at all	<input type="checkbox"/>	<input type="checkbox"/>
		• works best if it is warm	<input type="checkbox"/>	<input type="checkbox"/>
		• works best if it is cool	<input type="checkbox"/>	<input type="checkbox"/>
		• works best where you can eat or drink	<input type="checkbox"/>	<input type="checkbox"/>
Time of day	Works best	• likes to move around while s/he works	<input type="checkbox"/>	<input type="checkbox"/>
		• in the early morning	<input type="checkbox"/>	<input type="checkbox"/>
		• midmorning	<input type="checkbox"/>	<input type="checkbox"/>
		• midday	<input type="checkbox"/>	<input type="checkbox"/>
		• afternoon	<input type="checkbox"/>	<input type="checkbox"/>
		• evening	<input type="checkbox"/>	<input type="checkbox"/>
		• late at night	<input type="checkbox"/>	<input type="checkbox"/>
Attention span	Is able to focus	• only a few minutes	<input type="checkbox"/>	<input type="checkbox"/>
		• half an hour	<input type="checkbox"/>	<input type="checkbox"/>
		• for long periods of time	<input type="checkbox"/>	<input type="checkbox"/>
		• until the work is done	<input type="checkbox"/>	<input type="checkbox"/>
		• settles back to work right after a break	<input type="checkbox"/>	<input type="checkbox"/>
Closure	Wants to	• finish a task once s/he's started it	<input type="checkbox"/>	<input type="checkbox"/>
		• can stop working at any point in the task	<input type="checkbox"/>	<input type="checkbox"/>
		• likes to take breaks in the middle of tasks	<input type="checkbox"/>	<input type="checkbox"/>
		• have to stop before s/he has finished	<input type="checkbox"/>	<input type="checkbox"/>
Rate	Is a	* fast worker	<input type="checkbox"/>	<input type="checkbox"/>
		• slow worker	<input type="checkbox"/>	<input type="checkbox"/>
		• spends most of time planning	<input type="checkbox"/>	<input type="checkbox"/>
		• spends most of time doing the task	<input type="checkbox"/>	<input type="checkbox"/>
		• spends most of time checking the work	<input type="checkbox"/>	<input type="checkbox"/>

Understanding Learning Styles (continued from previous page)

Factors:

Learning Styles:

Responses:

Other Learners

Likes to work alone

- one to one
- with small groups in teams
- with large groups like the entire class
- with other students about the same age
- with adults

Adult	Student	Self
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Structure

Is most at ease • when task requirements are detailed

- when s/he can make some choices
- when s/he has complete freedom

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Presentation mode

In learning something new would rather

- read about it
- hear someone talk about it
- see it in a picture
- watch a film or videotape
- listen to an audiotape
- watch someone demonstrate it
- try it yourself
- try explaining it to someone else

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Response mode

Likes to show what s/he has learned by writing reports

- taking exams
- telling others
- demonstrating how to do it
- expressing it artistically

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reinforcement

Needs

- incentives to do a good job
- peer approval
- praise and recognition from the teacher/boss
- tangible rewards (such as prizes or stickers)
- grades
- pay
- satisfaction that s/he did his or her best

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities

Learns best by

- lecture
- discussion
- projects
- drill
- peer teaching
- independent study
- games
- programmed instruction
- simulation
- role playing

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lighting

Works best

- in low light
- in medium light
- in bright light
- with light coming from behind him/her
- with work spotlighted

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The learning styles activity on these two pages was adapted from a list of learning style preferences in *TEACHING SPECIAL STUDENTS IN THE MAINSTREAM* by R. Lewis and D. Doorlag, Macmillan Publishing Company. 1991.

Take Part in Your Transition and IEP Meetings

The last issue of *Roadmap to the Future* listed ten "Tips for Teens". The first one urged students with disabilities to **"1. Take part in your Individual Education Plan (IEP) Meeting."** You are an important part of the team that plans the best way for you to learn. Others who should be there include at least a special education teacher, another teacher, and your parent(s). Still others you might invite are a school administrator (required for some meetings), testers, friends, an advocate, employer (boss) or other family members."

This issue will explain more about HOW you can take part and how you can, over time, become a leader in the meetings to plan your future.

It just makes sense that if you want to participate, you must be at the meeting. One quote that begins to describe self-advocates is, "Nothing about me, without me." This means that by the time you are in middle or high school, you should be present at every meeting that discusses you. Trust that the adults involved want you to succeed, and be there to help.

Other ways you can be a good team member at IEP and Transition meetings:

- Get to the meeting on time.
- Dress neatly and appropriately.
- Bring any information that was sent to you.
- Work positively with other team members.
- Stay for the whole meeting.
- Listen without interrupting, and wait for your turn.
- Talk only about the topic under discussion.
- Follow through on the things you agree to do.



Prepare for Leadership at Planning Meetings

Once you turn 18, society considers you to be an adult. No one changes from being dependent to being responsible for his or her own life in one instant. Becoming self-sufficient is not like turning on a light switch. It is a more gradual process.

That is one reason it is a good idea to learn how to facilitate or manage your own planning meetings while you are in school. One important role of a leader is to promote teamwork and the helpful participation of each member of the team.

Here are the things you will do when you become your own team leader:

1. Begin the meeting by saying why you are holding it.
2. Introduce everyone.
3. Review past goals and performance.
4. Ask for others' opinions.
5. State your school and transition (long term) goals.
6. Ask questions if you don't understand.
7. Deal with differences of opinion.
8. State what support you will need.
9. Summarize your goals.
10. Close the meeting by thanking everyone.
11. Work on your IEP goals all year.

*The ideas on this page came from a book called **Self-directed IEP: Teachers' Manual**. It was written in 1993 by J.E. Martin, L. H. Marshall, L. Maxson and P. Jerman. It is available at your regional transition center.*

(Teachers: you may help your students achieve these skills by discussing each step as a group, sharing examples in situations and videos, modeling the skill, rehearsing with feedback and reinforcement, and generalizing in various situations.)

Calendar Currents

**Monday, 18th at
Marrion Hotel,
Tuesday, 19th at
Airport Sheraton**

Career Portfolios, mornings for teachers, guidance and career counselors, parents, students and employers. Afternoon of the 18th for administrators. \$20.00 registration to UAP of RI 456-8072.

**Friday, 22nd &
Saturday, 23rd**

Answers for Families, Conference beginning at 6:00 p.m. on Friday. Among the 12 workshops, some that maybe of interest to families of adolescents include Behavior Management, SSL, Puberty, Estate Planning, and Internet Use. Register at Meeting Street Center at 438-9500.

**Wednesdays:
Oct., 27, Nov. 10,
24, 15, and 29**

Twenty hour training in "Functional Analysis and Positive Support". Aimed at adult service providers, this course will run from 2:00 - 6:00 p.m. and be taught by Judy Niedbala. Registration fee \$170 to University Affiliated Program of Rhode Island. Phone Erika Tuttle at 456-8150 for more information.

Friday, 12th

MAPS (Making Action Plans for the Future) Training. Canonicus conference Center in Exeter from 8:30 a.m. to 3:00 p.m. Registration \$10 by October 29. Facilitator: Katie Furney.

Wednesday, 17th

Assistive Technology Conference: "Making Life Easier" 8:30 a.m. - 4:30 p.m. Crowne Plaza Hotel, Warwick. 15 workshops and over 35 vendors of assistive technology devices and services for people with disabilities, families and professionals.

Saturday, 20th

Fostering Self-determination in Your Teen with a Disability, 9:30 a.m. to 12:30 p.m. Facilitated by John B. Susa, Ph.D. Free. Register at RIPIN 727-4144.

October

November

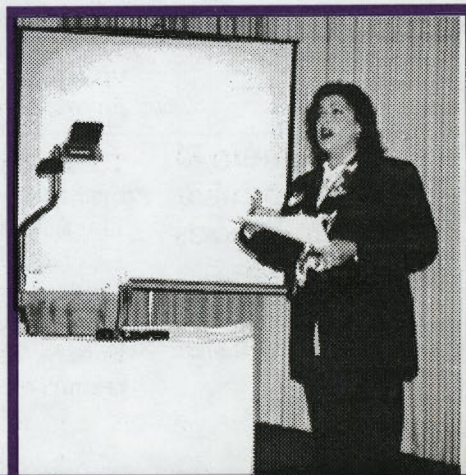
Transition Advisory Committees Hold Summit

Members of the five regional Transition Advisory Committees gathered in a day-long summit meeting on September 28. Tom Stott, Director of the RITIE grant introduced the state Transition Planning Council and requests anecdotes of transitions that require creative planning.

Carolyn Aspinwall served as spokesperson for the Regional Transition Centers in delivering their annual report, including local transition education issues, student self-determination, statewide education issues, transportation, and policies and practices of state adult service agencies.

Each of the Committees met in breakout sessions to establish goals for the coming school year. During the afternoon session discussions centered around four topical strands: Networking with School-to-Career partners, Including State Standards in Transition and IEP Plans, Creative Linkages to Involve Others in IEP Planning, and Curricula for Transition Courses.

Carolyn Aspinwall
reported for centers.



East Bay Collaborative

Carolyn Aspinwall
Kathy Goldberger
254-1110 x 303
aspinwac@ride.ri.net

There will be two more Teacher Assistance Training programs during October and November. Please call 254-1110 x 800 for more information. The goals of the East Bay Transition Advisory Committee for the year include:

- Greater linkages with the state School-to-Career office
- Repetition of a student fair
- Continued meeting of the Transportation committee, including possible work with legislators
- Work on the links between state standards and IEP Training
- Additional concentration on transition issues at the middle school level.

Northern RI Collaborative

Robert Marchand
Claire Rosenbaum
658-5790

The Regional Transitions Center (RTC) will be sponsoring a forum with adult service providers to inform parents and teachers about available adult options for students with developmental disabilities. This interactive meeting will take place on Monday, November 8 from 7:00 - 9:00 p.m. in room 2706 in the main building of the Community College of Rhode Island's Flanagan Campus in Lincoln. To reserve space for specific questions, please contact Claire Rosenbaum at 658-0390 x 254 or bob Marchand at 658-5790 x 222.

On September 20 and 21 the RTC visited a Smithfield High School "Transition" class to give an overview of Making Action Plans for the Future (MAPS) and to assist students in developing their own transition plans.

Providence

Lisa Beaulieu
Millie Acevedo
278-0520

On Tuesday, September 28, the Providence Regional Transition Center held their first meeting for the 1999 - 2000 school year. Some areas that were discussed were subcommittees to work on the following areas:

- Recruitment of parents and students from Providence to participate on the Transition Advisory Committee
- Look at and design a transition curriculum to begin at the middle school level.

Updates on these areas will be given when these subcommittees are formed and they have begun their work.

West Bay Collaborative

Rosemary Lavigne
Jane Sroka
822-0560

The first meeting of the West Bay Transition Advisory Committee was a productive one. The committee decided to sponsor another event for students this year with a focus on employment and training options that do not require college attendance. They would like to include representatives of the major industries in Rhode Island. This fits nicely with the current focus of the ORS projects, state Perkins funding and other School-to-Career initiatives. In addition to the student even, plans will be made to schedule another information night for parents to be co-sponsored by the Regional Transition Center and the Rhode Island Parent Information Network. Therese Curran of the West Bay ORS project reported on the successful summer program for eleven students. We are looking forward to another successful year.

Southern RI Collaborative

Alice Woods
Jeanne Behie
782-6540
awoods@ride.ri.net

The Southern Rhode Island Regional Transition Advisory Committee held the region's first transition Fair on October 6th at the University of Rhode Island, Kingston Campus. The fair will host 120 students from seven of the region's eight high schools.

Students will attend workshops on topics such as Managing Your Money, Employers' Expectations, Using the netWORKri (employment) center and Being Prepared for Your Future. There will also be over fifteen booths representing colleges, military service, resource agencies, employers and job opportunity centers.

Best Practices

Continued from page 1.

agency collaboration. As schools, adult service agencies and communities collaborate in serving more students with disabilities and their families, they should also conduct and disseminate the results of related post-school, outcomes-based research.

3. Develop and systematically monitor professional development opportunities. The most effective were frequently conducted in conjunction with institutions of higher education and in response to needs identified through postschool outcomes research. Training was also ongoing, systemic and cross agency.

4. Maximize transition outcomes by fixing roles and responsibilities. In each of the model sites, one or more transition facilitators or specialists were designated to carry out responsibilities associated with implementing the transition mandates of IDEA. Some of these positions were funded by the schools, while others were funded through vocational rehabilitation or a combination of funding sources. The study suggests that "school districts and communities lacking transition facilitators may explore the possibility of adding personnel or shifting current responsibilities to ensure that transition issues are addressed by one or more designated individuals."

5. Expand school and postschool options for specific populations of students. Model sites identified needs for developing self-advocacy

and self-determination skills among students with severe disabilities, increasing options for learning in the community for students with mild disabilities, and improving and expanding both high school and postschool options for youth labeled emotionally disturbed.

6. Promote integrated approaches to educational reform. Developers and implementors of transition and related educational initiatives in sites with national reputations for being effective make an effort to (a) consider how various initiatives are related to one another and/or are in potential conflict, (b) consider the impact of various reforms on students with a variety of strengths and needs, and (c) address the transition needs of students with and without disabilities.

Those interviewed in representative sites identified several challenges and future directions, including increasing school and post school services for students with a wide range of disabilities, expanding services for students ages 18 - 21, and addressing perceived tensions between reforms in general and special education.

Interviewees from the model sites identified an equal number of concerns for the future: increasing participation and leadership of all students in their IEP and transition meetings, expanding opportunities for students labeled emotionally disturbed and expanding the use of postschool outcome measures for program evaluation and improvement.



Projects Inspire

Continued from page 1.

Roderick directed another theater project at the Training School this year. She collaborated with youth worker, Anne Melville, who led a puppetry class in which the students crafted characters from the classic novel, *Frankenstein*. A Russian videographer, Andre Alcshine, filmed the production.

The Training School is also one of three accredited schools to establish a chapter of the Muse Union. In fact, they hosted the first meeting in which students and staff from the Met School and Mount Pleasant High School participated. Together with AS220 where the association of arts clubs emanated, they drafted a mission statement and constitution.

Umberto Crenca, Director of AS220, is committed to the students. He teaches in an after school painting class. When the artists complete the course requirements, they receive a certificate from the Community College of Rhode Island. Seven of the youth who have been released have continued their poetry studies with Demian Yattaw at the Providence-based arts venue.

The RI Council on the Arts has just awarded the Training School a grant to coordinate more project-based learning activities. "When people feel supported, they are willing to try new things and expand their ways of thinking," Chorney said, perhaps as much of the students and her staff, as of herself.

The Resource Bin

This section will detail the contact information for programs and services we have featured in each issue of
TRANSITIONS.

RI School to Career Office

Linda Soderberg, Director
610 Manton Avenue
Providence, RI 02909
Tel: 222-4922

East Bay School to Career Coord.

Linda Ann Pontes
c/o netWORK ri Center
470 Metacom Avenue
Warren, RI 02885
Tel: 245-9300 x 122

Northern RI School to Career Coord.

Ken Cahill
Northern RI Business/Educa-
tion Alliance
Northern RI Chamber of
Commerce
6 Blackstone Valley Pl., Suite 5
Lincoln, RI 02865
Tel: 334-1000 x 116

Metro School to Career Coord.

Ed Canner
c/o Providence/Cranston RETB
180 Westminster Street
Providence, RI 02903
Tel: 861-0800 x 50

Southern RI School to Career Coord.

Lizann Gibson
Southern RI Collaborative
28 Caswell Street
Narragansett, RI 02882
Tel: 782-6540

West Bay School to Career Coord.

Dr. James McCormick
Chamber Education Foundation
3296 Post Road
Warwick, RI 02886
782-6540

Rhode Island Training School

Arlene Chorney, Principal
300 New London Avenue
Cranston, RI 02920
Tel: 464-2055

People In Partnerships

Pat Murray, Director
1985 Smith Street
North Providence, RI 02911
Tel: 353-9697

WANTED:

Students and responsible adults to participate in the RITIE Mentorship Program. We match mentoring pairs statewide for community-based activities. Please phone 727-4144 x 57 for more information.

AS 220
115 Empire St.
Providence RI 02903

*This information can be made
available in alternative formats.
Call 456-8773 V. 456-8150 TDD.*

Transition System Change Project
RITIE - Rhode Island Transition,
Independence, Employment
UAP/Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908



**BULK
RATE**

